

# Woodchurch High School

*A Church of England Academy*



## WELL-BEING POLICY

**Approved by the Curriculum Committee: Spring 2019**  
**Approved by Full Governors: Spring 2019**

*"Do not be afraid, do not give up, for God will be with you wherever you go"*  
*Joshua 1:9*

 THE CHURCH  
OF ENGLAND  
Diocese of Chester

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## Aims of the Policy

Woodchurch High school is a large, over-subscribed school with a responsibility to safeguard its pupils' well-being and mental health. Only when pupils are comfortable and happy within their environment can they hope to flourish, making the most of the gifts that they have been given, letting their light shine.

We are committed to providing a caring, Christian, compassionate, trusting and safe community for all our pupils so they can learn in a relaxed, safe and secure community so that they can learn and achieve

*Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16*

## Policy Statement

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)*

At Woodchurch High School, we hope to serve our pupils by promoting positive well-being and resilience for every member of our community. We use our Christian Values as a framework for this and promote well-being and positive mental health using these values.

To achieve this, we will use individual, group and whole school approaches, incorporating specialised targeted services aimed to compassionately support identified and self-identified pupils.

In addition to promoting positive well-being, we aim to recognise and respond to issues as they arise. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe, trusting and stable community for our pupils.

## Aims

Our aim is to promote positive well-being for all members of the Woodchurch community giving everyone the opportunity to make the most of the gifts that they have been given, giving them the opportunity to let their light shine.

To do this we will:

- Implement, review and develop health and well-being education in all areas of the school.
- Provide compassionate support for pupils on an individual and group basis with well-being needs.
- Provide practical guidance for staff, parents and pupils in all areas of Well-Being. This incorporates the Well-Being Waves of Support as detailed within this policy.

- Increase understanding and awareness of common well-being issues, developing pupils' self-endurance.
- De-stigmatise mental health issues.

This policy supports and works in conjunction with the Anti-Bullying policy, Behaviour Policy and Safeguarding Policy.

## Safeguarding Responsibilities

Woodchurch High School is committed to safeguarding and promoting the welfare of children and young people, including their mental health and emotional well-being, and expect all staff and volunteers to share this commitment.

We recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure in a trusting environment. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that pupils' concerns will be listened to and acted upon. Pupils should feel that they are part of our community and make a positive contribution to it. They should feel that they are served by all members of staff and can contribute effectively to the collective success of the school.

*Every pupil should feel safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing (Every Child Matters, 2004)*

Woodchurch High School has a safeguarding team led by Mr M Canham (Assistant Headteacher). The Deputy Safeguarding Officers are Ms R Phillips (Headteacher) and Mr A Smith (Assistant Headteacher). This team is responsible for leading Safeguarding (although Safeguarding of young people is the responsibility of all staff) and has the necessary status and authority to be responsible for matters relating to child protection and welfare (see Safeguarding Policy).

Pupils' well-being and mental health are part of the Safeguarding agenda and all staff have a responsibility to report any concerns they have about a pupil's health or well-being to these staff.

## What is Health and Well-Being?

*Health and Wellbeing is about promoting positive, healthy attitudes and behaviours. However Health and Wellbeing across learning is not just about encouraging children and young people to eat well and exercise. At the heart of Health and Wellbeing is the capacity to form and sustain good personal, social and working relationships. Such relationships underpin successful learning. To achieve their potential, school children must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure (World Health Organisation 2000).*

When pupils in our community have positive, compassionate relationships with their peers and the adult members of staff, they are likely to have greater trust and self-esteem, confidence in themselves as learners, and are capable of making a positive contribution to our community. This will allow them to grow as young people, but also as learners within the classroom. They will develop the resilience to deal with issues young people face and be able to endure challenges in their life.

Positive relationships and respect are at the heart of our community. Pupils should feel confident to:

- Respect their peers and their right to an education.
- Respect the staff and their right to serve and safeguard our community.
- Respect the environment that our community is part of.

When children and young people have positive relationships, they are likely to have greater self-esteem and confidence with regard to their learning, to show resilience when faced with personal challenges and to have trust and respect for others.

Well-being experiences and outcomes provide opportunities for young people to develop their mental, emotional, social and physical well-being.

These experiences should be embedded in all teaching and learning across both formal and informal curricula.

Our environment and community should enable pupils to:

- Develop their self-awareness and self-worth.
- Develop their spiritual nature.
- Develop compassion and respect for one another and value equality and diversity.
- Endure challenges, manage change and build relationships.
- Experience personal achievement and build resilience and confidence.
- Understand and develop physical, mental and spiritual wellbeing and social skills.
- Understand how what they eat, how active they are and how the decisions they make about their behaviour and relationships affect physical and mental wellbeing
- Participate in a wide range of activities which promote a healthy lifestyle.
- Learn about where to find help and resources to inform choices.
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

## Valuing all God's Children in our Community

All of the members of our community are special, unique and important. They belong in our community and deserve to be respected and treated compassionately by all. This will lead to positive emotional well-being

We are an inclusive community and all pupils are free to express themselves (within the school rules) freely and be accepted by all members of the community regardless of:

- Race
- Gender
- Gender reassignment
- Sexual orientation
- Disability
- Age
- Pregnancy/maternity

Our school is made up of the members of the community. Pupils are expected to contribute to our school, to our ethos and values on a daily basis by:

- Using our values as a daily moral compass whether referring to them explicitly or modelling them for other members of the community to see.
- Wearing badges of service/recognition with pride.
- Serving our community.
- Trusting other members of the community and asking for help when necessary.
- Wearing our uniform with pride and not disgracing it inside or outside the school.
- Giving back to our school.
- 'Buying in' to our ethos and values for the benefit of all of the community.

Our values will run through all we do as a school. We will use them as a spiritual, moral and ethical guide. With a loving and hospitable community, pupils can explore themselves and their own identity without fear of harm, judgement, disrespect or fear of being ostracised.

For example:

Wisdom – the wisdom to understand other people and to communicate thoughtfully with them.

Hope – pupils have the hope of being free to be themselves and can fulfil their potential, making the most of the gifts and talents that they have been given.

Respect – we will protect and respect the marginalised and the minorities through careful monitoring and protection. We will have an open, transparent community where well-being are discussed and each pupil, treated as an individual, is cared for and supported.

Endurance – pupils are allowed to falter and make mistakes, to get things wrong and try again as they work out who they are and their relationships within the community.

Compassion – we will strive to develop a caring, loving community, using the demonstration of God’s love as a template.

Forgiveness – pupils who bully can be given opportunities to learn and be forgiven. All can go on confidently to serve and make a better, more caring, peaceful community.

## **Support from Staff**

All members of staff are responsible for promoting well-being as they serve in our community.

If a member of staff encounters a young person who is distressed, they should:

- Ask them what has upset them, and ask them what support they need and want.
- Assess the risk of harm to the pupil or others and try to reduce any risk that is present.
- Listen to the pupil compassionately and non-judgementally.
- Give them time to talk and gain their confidence to take the issue to someone who could help further.
- Give the pupil reassurance and appropriate comfort, explaining that you are there to support and would like to help them.
- Explain that you may wish to share their thoughts with someone else so that they can receive the best possible support.
- Encourage self-help strategies.
- Report the issue to the necessary member of staff.

## **Confidentiality and Well-Being**

Pupils may choose to confide in a member of school staff that they trust if they are concerned about their own welfare or that of a peer. Pupils should be made aware that it may not be possible for staff to offer complete confidentiality. If a member of staff considers a pupil is at serious risk of causing themselves harm then confidentiality cannot be kept and one of the safeguarding team should be informed immediately.

It is important not to make promises of confidentiality that cannot be kept even if a pupil puts pressure on a member of staff to do so.

Parents/carers are encouraged to disclose to the school any known mental health problem or any concerns they may have about a pupil’s mental health or emotional

wellbeing. This includes any changes in family circumstances that may impact the pupil's wellbeing.

## **Whole School Well-Being Activities**

Twice a year there will be two whole-school theme week designed to support, promote and encourage positive well-being in all members of the community.

- Well-Being Week (Autumn 2)
- Equality & Diversity Week (Summer 2)

These weeks will comprise of a series of activities designed to recognise well-being issues, develop pupils' resilience, sense of belonging and self-worth.

Sessions will be delivered:

- In assemblies
- In English/PSCHE lessons
- By members of the Woodchurch High school community
- By visiting professionals to our community

## **Internal Gateway**

Once a week there will be internal Gateway meetings. These meetings are to discuss individual and group issues, planning and providing appropriate support.

Members of staff in attendance:

- Mr A Smith – Assistant Headteacher Pastoral Care & Well-Being – Safeguarding Deputy
- Mr M Canham – Assistant Headteacher Pastoral Support Guidance and Achievement Innovator– Safeguarding Lead
- Mrs L Crick – SEND Manager
- Miss C Harland – Assistant SENCo
- Mr G Simpson – Social Inclusion Officer
- Miss J Scott- Counsellor & Welfare Officer
- Mrs S Goddard – SEND Home-School Liaison
- Mrs C Gilroy – Higher Level Teaching Assistant
- Mr P Joplin – Designated Teacher for Looked-After pupils
- Mrs D Stewart – Additional Needs Support Officer

Pastoral staff may refer pupils via the completion of in Internal Gateway Referral or members of this meeting may bring concerns to the meeting for discussion.

## **Chaplaincy Team**

The Chaplaincy Team provide well-being support for all pupils and staff. The Team works closely with Pastoral Leaders and present each whole-year Collective Worship.

The Team also provides one-to-one support for pupils as directed by staff and can also provide sessions to support adult members of our community.

## PSCHE

The PSHCE Curriculum aims to support pupils to thrive in today's world of rapid change and uncertainty. Well-being is thoroughly explored in the themes of *Relationships*, *Health* (including healthy choices) and *Identity*, all of which allow pupils to reflect on their personal beliefs, attitudes and responses in order to keep them safe and informed.

PSHCE is a good opportunity to promote pupils' well-being through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people. Additionally, we can use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

While the specific content of lessons will be determined by the specific needs of the cohort we're teaching, there should always be an emphasis on enabling pupils of any age to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We can help them to understand when this help might be needed, what help is available, and the likely outcome of seeking support. Additionally, talking openly with children and young people about mental health issues is a simple and effective means of breaking down any possible associated stigma and promoting well-being across our community.

During Year 7 PSCHE lessons, a Mindfulness course is delivered by JSC (Counsellor & Welfare Officer) and GMB (Learning Mentor). This course is designed to be an introduction to Mindfulness, but also give pupils opportunity to take more ownership of their personal well-being and be able to practise Mindfulness at home.

## Waves of Support

Woodchurch High School provides three waves of well-being support:

WAVE 1 – Pupil Led.

These activities encourage and develop self-reliance and endurance in the members of our community.

- Well-Being Checklist for Self-Evaluation  
Pupils with well-being issues can complete the self-evaluation to help identify their needs and to plan appropriate support
- "Ten Ways To Be Happier" booklet  
Pupils may refer to the booklet with ten tips for positive well-being
- Session with Form Tutor/Trusted Adult  
Counselling session within the guidelines laid out on page 5 of this policy

- Pots of Goodness  
Each classroom has a “Pot of Goodness” containing motivational/inspirational messages that pupils can access
- Ask WESS  
Pupils may email the Woodchurch High School Email Support Service for confidential advice from a team of their peers
- Ask WESS Live  
Pupils may choose to visit the daily pupil support panels each lunchtime for support and guidance
- Weekly well-being activity for pupils and staff
- Well-Being Activity Booklet  
Pupils may take and complete a booklet with a series of activities in to promote positive well-being
- Attend an Extra-Curricular activity
- Worry Box – pupils can post a concern in the Worry Box for support and action
- Prayer Box
- Session with the Chaplaincy Team

#### WAVE 2 - Group Support

These activities are administered on a group basis

- Monthly Well-Being Training session  
Delivered by members of staff, these cover a variety of well-being
- “R&R Booklet” for Self-Reflection  
These booklets can be completed in one-to-one mentoring sessions or individually. Inside are activities to promote self-worth and well-being
- Mindfulness Booklet
- These booklets can be completed in one-to-one mentoring sessions or individually. Inside are activities to promote self-worth and well-being
- Positive Emotion Group  
Weekly sessions to support pupils in controlling their negative emotions
- Fortnightly Hospitality session  
Fortnightly sessions in a Food Technology room to promote well-being
- Art therapy  
Weekly sessions designed to promote positive well-being through Art sessions
- Session with the Chaplaincy Team
- Mindfulness sessions (launched September 2018)  
Sessions designed to promote and develop mindfulness in pupils

### WAVE 3: Staff Support

These activities are administered on a one-to-one basis and pupils are selected through the school Gateway meetings

- Internal Gateway for targeted support
- 1:1 session with Learning Mentor, HSIS Mentor, one of two visiting volunteer counsellors
- Session with school nurse
- Session with Youth Worker
- Session with Chaplaincy Team  
Chaplaincy team provide one to one support through individual sessions, offering a non-judgmental listening service, support, encouragement and affirmation. The Chaplaincy's 'Say One For Me' system offers pupils and staff members alike the optional opportunity to write entirely anonymous prayer requests about matters that are concerning them.
- Kilgarth Outreach support
- Session with the Chaplaincy Team

The school constantly reviews its policies, procedures and provision for the pupils in the areas of Mental Health & Well-Being, responding to the pressures that young people face.

The school always welcomes external support for members of its community.

### References

- *Every Child Matters* – 2004
- *Valuing All God's Children* – second edition 2017